R E P O R T R E S U M E S

ED 015 578 EC 000 724

SPECIAL EDUCATION COMMITTEE REPORT.
BY- SALVADOR, VIRGINIA AND OTHERS
VANCOUVER PUBLIC SCHOOLS, WASH.

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$2.12 51P.

DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *PERSONNEL, *ADMINISTRATION, *MENTALLY HANDICAPPED, TEACHING GUIDES, ADMINISTRATIVE ORGANIZATION, ADOLESCENTS, CHILDREN, CURRICULUM GUIDES, ELEMENTARY GRADES, HANDICAPPED, HANDICAPPED CHILDREN, IDENTIFICATION, ORIENTATION, RESOURCE MATERIALS, SECONDARY GRADES, SCHOOL PERSONNEL, EDUCATIONAL FACILITIES,

THIS PAMPHLET PROVIDES GUIDELINES FOR SPECIAL EDUCATION TEACHERS. THE PHILOSOPHY AND OBJECTIVES OF SPECIAL EDUCATION ARE DISCUSSED. INTERACTION OF SPECIAL AND REGULAR CLASSES IS DISCUSSED. THIS REPORT PRESENTS DESCRIPTIONS OF TYPES OF ROOMS IN OPERATION, THE DUTIES OF THE SPECIAL SERVICES PERSONNEL, IDENTIFICATION AND PLACEMENT PROCEDURES, METHODS OF EVALUATION INCLUDING GRADE RECORDS AND GRADUATION DIPLOMAS, PROCEDURES TO BE FOLLOWED IN ORDERING MATERIALS, AND SCHEDULES OF STAFF MEETINGS. A 7-ITEM BIBLIOGRAPHY AND A LIST OF RESOURCE MATERIALS ARE INCLUDED. THE APPENDIX CONTAINS VARIOUS FORMS USED IN THE PROGRAM AS WELL AS A SAMPLE UNIT ON SCHOOL ORIENTATION WITH OBJECTIVES, SUPPORTING ACTIVITIES, TOPICS FOR DISCUSSION, AND TEACHER COMMENTS. (JZ)

Vancouver Public Schools
Vancouver, Wash.

ED015578

SPECIAL EDUCATION COMMITTEE REPORT

Summer 1966

EC 000 724

Glade Miller
Bob Morgan
Jim Morrisey
Virginia Salvador, Chairman

Advisory assistance from John Hungate, Director of Special Services

EC 000 784

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

This report is the result of the work done by the Special Education Committee in the summer of 1966. It was designed and executed with the objective of providing guidelines for special education teachers. It is hoped that it will also improve understanding for all teachers and administrators of the special education program.

The first part of June, a memorandum was sent to Mr. Simpson asking that a meeting be arranged with the curriculum committee of the school board. Memoranda were also sent to special education teachers and principals whose buildings house special education rooms. They were advised of the formation of the summer committee and were asked to make suggestions to the committee.

A letter was sent to Helena Adamson, Supervisor of Special Education for the state of Washington, asking for her help. Letters were also sent to Dr. Mason McQuiston, Oregon Department of Education; Jackson Nichols, Division of Child Health Services, University of Washington; Paul Dodsworth, Director of Psychological Services, Highline Public Schools, Seattle, Washington; Dr. Steve Brannan, School Psychological Services, Portland, Oregon; Fred Bode, Director of Special Education, San Diego County Schools, San Diego, California.

Curriculum guides were requested from the states of Oregon, Illinois and Ohio.

Dr. Newton Buker, Associate Supervisor of Special Education for the state of Washington, came from Olympia to meet with the Special Education Committee on June 17.

At the invitation of Dr. Vernon Thomas, the committee visited Creston School in Portland where the summer session in special education is taught. An extensive display of curriculum materials was available for the committee's appraisal.

A visit was made to the Crippled Children's Division of the University of Oregon Medical School. Dr. Wilma Carson, M.D., Clinic for Diagnosis of Retarded Children, described their program and took committee members on a tour of their facilities.

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PHILOSOPHY OF SPECIAL EDUCATION

A program of special education should be designed to deal with those children who by reason of marked or exceptional, intellectual, physical, emotional, or social deviation from the typical child seriously restricts his learning or disturbs his classroom behavior beyond the feasible limits of usual curricular or disciplinary modification or tolerance. The kinds of children so affected and the teaching, curricular and administrative practices involved constitute the body of special education.

We believe in the intrinsic worth of all human beings and in the fullest development of their innate abilities and characteristics. Therefore, the special education program of Vancouver School District No. 37 should be designed to provide opportunities for the child with unique disabilities and handicaps in order to assist him in his attempt to assume a worthwhile position in the environment and society in which he resides.

We further believe that special education should be accepted as part of the regular educational program for boys and girls. The exceptional child should be included in much of the regular program; he should not be isolated. The exceptional child should have full accessibility to the use of school facilities; i.e., library, laboratories, gym, shops, home economics rooms, etc., as they may profit from these facilities. Services of the school guidance program should be made fully available to the exceptional child. In no way should he be denied normal privileges or services because of his handicap.

OBJECTIVES OF SPECIAL EDUCATION

The educational goals for the exceptional child, as for all individuals, are self-realization, adequate social relationships and vocational competency. The exceptional child is entitled to services designed to provide for his individual development to the fullest extent although the expectations in terms of role and achievement may vary. All agencies in the community will be involved to a degree in the education and/or care of this kind of child. In order to achieve the goals and programs for them, all agencies, parents, professional persons and interested agencies must work cooperatively, must seek continuing educational enlightenment and must understand their respective roles.

The following goals apply in some degree to all individuals:

1. Self-Realization

    a. Personal worth--their contributing role in society.
    b. Protection and self-preservation--health, hygiene and safety practices.
    c. Cultivation of special interests.
    d. Preparation for adulthood--courtship, marriage and parenthood.
    e. Awareness of aptitudes and limitations.

2. Social Relationships

    a. Communication, verbal and nonverbal--conversation, reading, signs, and symbols.
    b. Social activities--recreation, games and parties.
    c. Family life--a feeling of belonging by encouraging active participation in family outings, entertainment and religious activities.
    d. Peer relationships--social interaction in work and play through learning social graces, customs, traditions, manners, etc.
    e. Citizenship--acceptable conduct, moral propriety, appropriate community participation.

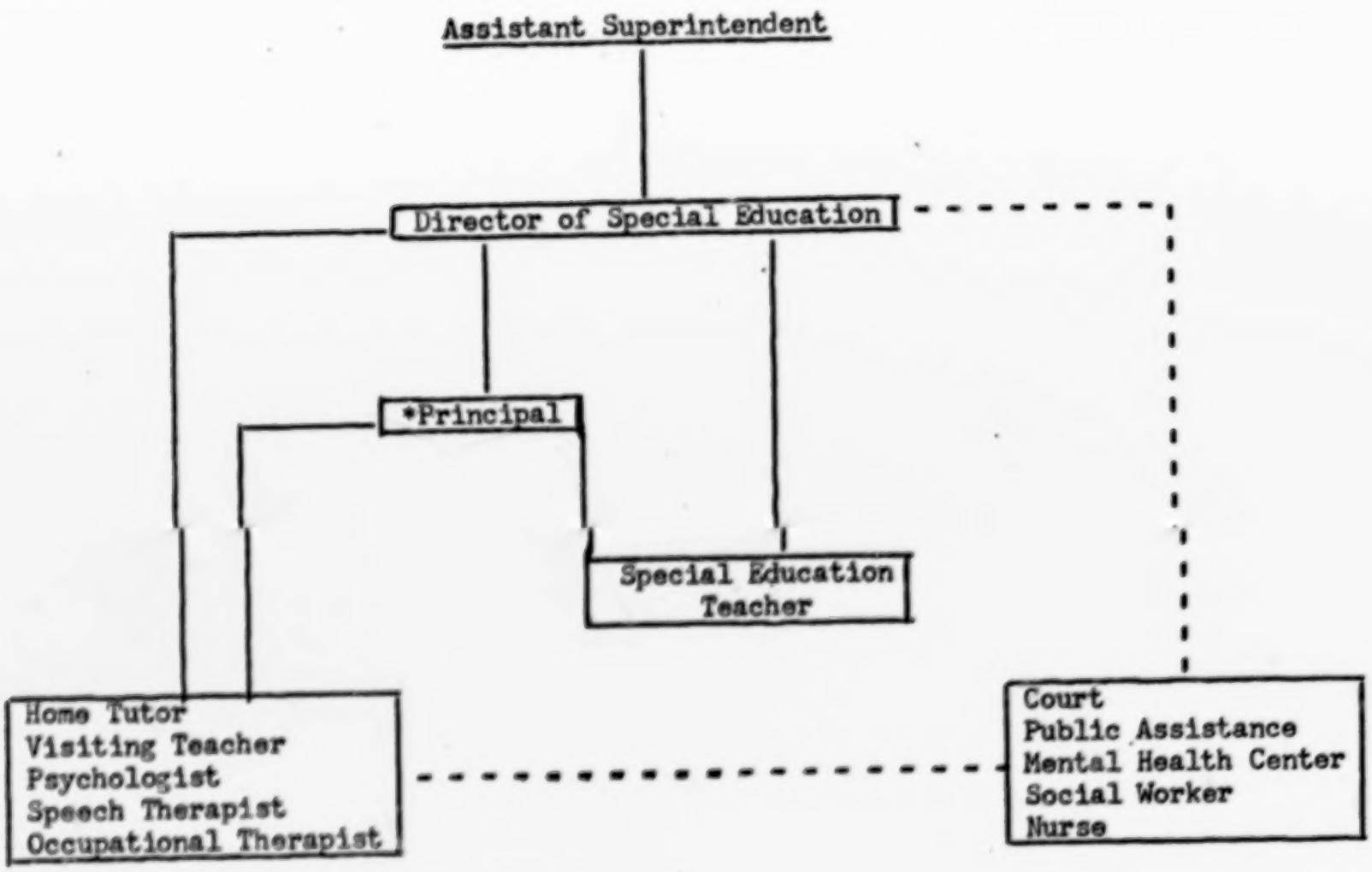
3. Vocational Competencies

a. Vocational training--development of marketable skills.
b. Home training--homemaking and household maintenance.
c. Work habits--a sense of responsibility, punctuality, positive relationships with other workers, observance of safety rules, care of tools.
d. Productive capacity--wise use of time and materials, observance of specifications, identification with job goals.
e. Stability--persistence in continued employment rather than unrealistic job seeking.
f. Economic competence--worthwhile use of money.

TYPES OF ROOMS

1. Educable Retarded
   - A. Two at the high school level
   - B. Three at the junior high level
2. Trainable Retarded
   - A. One at the junior high level
   - B. Three at the elementary level
3. Physically Handicapped (one)
4. Neurologically Impaired (two)
5. Occupational Therapy (one)

DESCRIPTION OF DUTIES OF SPECIAL SERVICES PERSONNEL



* Special Services personnel responsible to the principal while in the building

_____ Direct responsibility

- - - - Liaison and/or advisory

DIRECTOR OF SPECIAL EDUCATION

The Special Education Director is responsible for the over-all coordination of the various programs within the areas of special education. He works closely with the principals of buildings and with the superintendents of the various schools in the county. He is responsible for the upgrading of staff and for assignment of personnel to buildings. He is the representative for the district to agencies in the community dealing with juveniles and shall maintain communications between the principals and these agencies. He shall study requests for exceptions to the boundary rulings and make recommendations to the Assistant Superintendent. He shall establish, under existing state laws and rulings and local school board policy, those pupils who shall be served by the special education program. He shall maintain those fiscal controls needed to keep within the budget as adopted by the school board.

The Special Education Director is under the immediate supervision of the Assistant Superintendent of Schools and performs such other duties as assigned by him or the superintendent.

SPECIAL EDUCATION TEACHER

The special education teacher will be working with children who are described as handicapped. These children are defined under the laws of the state of Washington and in the Administrators' Handbook for Special Education. Where possible the teachers will be working with pupils of similar disabilities; however, there may be some exceptions. The teacher's responsibility in serving these pupils is:

1. Making every effort to help the student understand himself and the reason for his being placed in the special education classroom.
2. Being constantly aware of the instructional program in the classroom so that it is appropriate to the student and his mental level and/or other handicap.
3. Remembering that these pupils require actual experiences.
4. Motivating the student at his level of interest.
5. Helping the pupils feel a part of the school.

SCHOOL PSYCHOLOGIST

The school psychologist, working under the director of special education, has as his prime responsibility the evaluation and treatment of pupils who have learning and/or behavioral problems. Referral to the school psychologist is made by the principals and originates with classroom teachers, parents, public agencies, physicians, psychiatrists, and residential diagnostic and treatment centers. To arrive at a diagnosis, the school psychologist utilizes specialized techniques of quantitative and qualitative evaluation which include individual intellectual and personality testing, interviewing and observations. He will then communicate his findings to the schools and parents or agencies involved, and make appropriate recommendations for program, control, treatment or referral; or he may communicate his findings to the school and parents and then carry the student in a therapeutic program. He may also hold conferences at regular intervals with parents regarding the problems of their children. In Vancouver, as currently assigned, the school psychologist limits his role to providing evaluations or diagnoses and making his findings known to school personnel, parents or agencies as requested.

The school psychologist is a consultant to administrators and teachers regarding child behavior, identification of children with problems, specialized programs, retentions and promotions, and extreme cases of emotional disturbance. This may result in the coordination of services where a number of agencies, public or private, are involved. The school psychologist is

available for initiating and conducting research and helping to utilize the research findings for the solution of educational problems. He also responds to teachers' requests for guidance in handling and meeting the special needs of unreferred children who display deviant or unusual behavioral patterns in their classrooms.

The school psychologist, by virtue of the nature of his work, deals with large numbers of people representing many facets of community life. In so doing he is responsible for enhancing and maintaining a relationship within the community as a whole which will encourage good mental health practices. Inherent in this role is a responsibility for effecting good working relationships as he is a liaison between community, school and individuals who have expressed needs for assistance.

VISITING TEACHER

The visiting teacher works with those pupils who demonstrate social and emotional problems which interfere with the learning process. (Classroom teachers make referrals of these children to the principal, who in turn assigns the case to the V.T. as time is available for working with the child.) The visiting teacher also works with the parents to enlist their efforts to help the child and consults with teachers as to appropriate procedures to aid the child in the classroom.

The visiting teacher is responsible to the director of special education and also to the principals of the buildings to which he is assigned. This latter responsibility is in effect, however, only during the time of assignment to a building.

The visiting teacher shall confer with the psychiatrist and/or the clinical psychologist on any case where the techniques for helping a pupil are in question.

The visiting teacher shall work with pupils only after a parent has signed a request for the service.

SPEECH THERAPIST

The speech therapist has as his prime duty to provide a remedial program for those pupils who have a deficient amount of speech, who deviate conspicuously from the normal in their speech, who have problems which interfere with communication or the speech problem creates a significant stress for the pupil. The remedial program is for the purpose of developing adequate communication so that the educational potential of the pupil can be achieved.

The speech therapist accepts referrals from the principal of the school after parental request is provided. He will see pupils on a scheduled basis and will work with individuals or groups according to the speech disabilities of the pupils assigned.

He shall consult with school staff concerning the pupil's problem and advise as to remedial programs. He shall consult frequently with parents and shall be involved with those specialists or other personnel attempting to help the pupil with his communication problems.

The speech therapist shall also aid the administration in developing procedures which will select and identify pupils with speech problems. He shall also provide appropriate services for the hard of hearing pupils.

The speech therapist is immediately responsible to the director of special education but is also responsible to the principals of the schools to which he is assigned.

HOME TUTOR

Home tutoring is provided to those pupils who have met with illness or accident and will be unable to attend school for at least one month. Certification of the physical condition and limitations of the pupil must be provided by a medical doctor and the parents must also request the service and agree to provide a learning situation in the home or the hospital.

The home tutor maintains a liaison with the schools in order to keep up the pupils' work so that they can return to school and continue their subjects with a minimum of loss. The home tutor teaches pupils from a minimum of one hour to a maximum of five hours per week, with two hours per child per week considered adequate in most cases.

When the case load for home tutoring becomes too heavy for existing staff to serve, the service may be provided by certificated teachers who serve on their own time and at a stipulated salary paid by voucher each month.

OCCUPATIONAL THERAPIST

The occupational therapist works with pupils who have physical disabilities. He is concerned with motivated activity as the basis of his treatment. His services lead to the general improvement of the individual and should correlate also with prevocational training. The occupational therapist works under a prescription from a physician.

The occupational therapist is primarily concerned with those pupils enrolled in the room for physically handicapped students but may accept other referrals as time permits.

THE SPECIAL EDUCATION TEACHER'S PLACE IN THE SCHOOL/BUILDING ORGANIZATION

The special education teacher is a part of the faculty of the building to which he is assigned. As such, he is directly responsible to the principal of that building. His assignments will include duties and activities outside the classroom as shared by other staff members providing they do not infringe on classroom responsibilities.

The special education teacher is also responsible to the Director of Special Education. The teacher may refer to the director for guidance and assistance in solving problems that pertain to program or curriculum.

Although the teaching assignment will be different from the typical teaching assignment and the students will be different from the typical students, the special education teacher should make every attempt to become involved, in a professional way, with the other members of the faculty.

IDENTIFICATION AND PLACEMENT PROCEDURES

All efforts should be directed toward identifying and planning for the special education setting as early as possible. As soon as there is indication that a child may be a candidate for special education, an evaluation should be requested. In the elementary school it is quite unlikely the student would be removed from the typical classroom unless he is seriously handicapped.

The evaluation becomes valuable when the school psychologist, administrator, and teacher work together to plan a program for the youngster. The early identification provides a longer period for observation and development of a program for the child. This also allows the special education department to become more familiar with the child and his learning and other problems. This time may also be used by the elementary principal to advise the parent that the child may benefit most in a special education setting. Usually the placement is made when the student enters junior high.

By the time the student has completed the fifth grade, the school should have a fairly accurate estimate of his abilities. Some time during the first semester of grade six, all sixth grade teachers should examine records for:

1. those students already known to be mentally retarded,
2. those students performing 1½ or more years below grade level,
3. those students doing failing work, and,
4. those students with I.Q.s less than 80 as measured by group tests. (Test title, date of testing and score should be included when referral is made.)

At the same time the building visiting teacher should submit a list of children whose emotional involvement keeps them from performing in an adequate

manner. A brief case history or study made by the visiting teacher and the classroom teacher would greatly aid those making the final placement.

After the names have been submitted by the sixth grade teacher, the elementary principal will contact the parents of the child, explain the situation to them and request parental permission for individual testing.

When the necessary request form has been signed by the parents, the school psychologist will begin his evaluation. It may also be necessary to have further examinations conducted by a pediatrician, neurologist, or other specialist before a recommendation can be made. When this work is completed a recommendation will be made to the director of special education or a committee, who will in turn make the placement on a space-available basis. All reasonable attempts will be made to place children with similar handicaps in like situations.

Counseling with the student and his parents is imperative before any placement is made. At this time the aims and objectives of the program should be clearly and simply stated and explained. There will be no placement made until the parents have been invited to visit the proposed room and have reaffirmed their desire to have their child so placed. All attempts should be made to make the parents and the student feel that the special room placement is an effort to help the child progress as far as possible in school.

The identification and referral of these students early in the sixth grade would aid the school psychologist by providing the necessary time for evaluations, and the junior high school administrator in making registration and scheduling plans for these students.

At Beginning of Junior High:

1. Necessary follow-up parent contacts by the junior high administrator for children known or suspected to be mentally retarded but not yet entered in the program.

2. Immediate investigation of records of pupils doing poor work by the counselors.

3. Discussion of students' learning problems between the classroom teacher and the building administrator.

4. Administrative contact with parents regarding testing and possible placement.

At Close of Ninth Grade:

Common learnings teacher or counselor examines records for:

1. Those students doing failing work.

2. Those students 1½ or more years below grade level.

3. Those students with I.Q.s less than 80 as measured on group tests, but are still in the regular classrooms.

4. Those students already known to be mentally retarded.

At the end of the first semester, the junior high schools will notify their respective high schools of the approximate number of special education students who will be moving to that high school the next fall.

High School:

Any teacher noticing a student doing consistently poor or failing work:

1. Examine records.

2. Make referrals.

The special education teacher and the school psychologist should follow up all placements and especially those that are marginal or where definite improvement has been shown.

School psychologists are available throughout the school year plus two weeks before school opens and two weeks after it closes.

Placement will be made on the basis of state definition and requirements.

STUDENT EVALUATION (CLASSROOM)

To date, the assigning of letter grades and the awarding of diplomas, when applicable, has been a matter of administrative decision.

Grading

One of the basic objectives of the special education program is to help the exceptional child within the framework of the regular school program. If we are to hope for any real success, the students themselves must feel that they have a legitimate place in the school environment.

The type of grading system we use can either separate the exceptional student from his peers or play a primary role in integrating him into the regular program. We may have to make some special considerations in evaluation. The end result, the letter grade, should be the same as that given in the regular program. This will take cooperation and coordination between school administrators, special education teachers and regular classroom instructors.

Suggested Grading Procedures

Special Education Classroom:

1. Students in the special room should receive the same type grade and card issued students in the regular program.
2. Course titles and credits will be determined by the special education curriculum.

Regular Class Program:

1. The special education teacher and the school administrator should discuss the objectives of the special education program with the regular teacher before placement of any student. Students will not be placed in a regular classroom without the mutual agreement of the classroom teacher and the special education teacher.

2. There should be periodic discussions between the special education teacher and the regular classroom teacher concerning the adjustment and achievement of each student.

3. The student should be graded on his individual effort. He should not be compared with students in the regular program.

4. The regular classroom teacher will determine the course grade.

5. Flexibility should be allowed in placing, transferring and withdrawing students from the regular program without penalty to the student.

6. Students should be allowed to continue courses for elective credit from year to year that they find stimulating and rewarding. (Woodshops, vocational training, etc.)

   Note: This must first be approved by the classroom teacher.

Grade Records:

1. Special education students' grade records should be filed separately from the records of students in the regular program.

2. Grade point averages should not be computed for these students.

3. Successful completion of courses within the special education program will lead to a diploma.

4. Transcripts will be marked "Special Education."

HOW TO ORDER MATERIALS

The materials which are available to all students through the school catalog are also available to the special education students. The material request must have approval of the building principal.

Requests for special materials must be made through the office of the director of special education.

SPECIAL EDUCATION MEETINGS

Regularly scheduled meetings will be held at least once a month. The meetings will be held in different special education rooms on a rotating basis, or as notified.

The teachers of the severely retarded will meet on the first and third Wednesdays of the month. The other special education teachers will meet on the second and fourth Wednesdays of the month.

The first monthly meeting for each group will be automatic unless the teachers are notified of its cancellation. The second monthly meeting for each group will not be held unless the teachers are notified. However, these dates should be reserved for staff meetings.

BIBLIOGRAPHY

Baumgartner, Guiding the Retarded Child. John Day Company. New York. 1965.

Donahue & Nichtern, Teaching the Troubled Child. The Free Press. New York, New York. 1965.

Jordan, Thomas E. The Mentally Retarded. Charles E. Merrill Books Inc. Columbus, Ohio. 1961.

Kirk & Johnson, Educating the Retarded Child. Houghton Miflin Co. Boston, Massachusetts. 1951.

Robinson & Robinson, The Mentally Retarded Child. McGraw-Hill Book Co. New York, New York. 1965.

Rothstein, Mental Retardation. Holt, Rinehart and Winston Inc. New York 17, New York. 1964.

_____, Mental Retardation During the Decade 1954-1964. U. S. Department of Health, Education and Welfare. Welfare Administration, Children's Bureau. 1964.

The following is a list of materials which were borrowed from and are available through the Special Services Office.

An Appraisal of a Program of Instruction for Children of Average or Higher Reasoning Ability Who are Retarded in Reading
Edmonds School District
Edmonds, Washington

Curriculum Adjustment for The Mentally Retarded
Federal Security Agency
Office of Education

Curriculum Guide for Mentally Retarded School Children in Oregon
Oregon State Department of Education
Salem, Oregon

EMR Special Training Classes Parent Handbook
San Diego County Department of Education
San Diego, California

The Educable Mentally Retarded--The Trainable Mentally Retarded (A Curriculum Guide)
The Division of Special Education
Department of Education
Commonwealth of Massachusetts

Language Skills for Living and Learning
Margaret A. Neuber

The Mentally Retarded Child at Home
U. S. Department of Health, Education and Welfare

The Mentally Retarded--Their New Hope
U. S. Department of Health, Education and Welfare

The following is a list of materials loaned to the committee from the library of Mrs. D. R. Gullikson. Mrs. Gullikson resides at 601 S. E. 95 Avenue, Vancouver, and these materials are indexed or catalogued according to her own system. Qualified persons may borrow any of these materials from Mrs. Gullikson.

047.B
048.B — A Curriculum Guide for Teachers of Mentally Retarded Pupils, Vols. I & II
Detroit Public Schools

052.B — A Curriculum Guide for Teachers of the Educable Mentally Handicapped
The Illinois Plan

068.B — A Suggested Curriculum Guide for Mentally Retarded Children in Elementary Schools
Division of Special Services
Kern County, California 1959-60

129.B — The Education of Elementary Children Who are of Retarded Mental Development
State Department of Education
Jefferson City, Missouri

130.B — The Education of Adolescents Who are of Retarded Mental Development
State Department of Education
Jefferson City, Missouri

131.B — Curriculum Experiences and Areas of Study for Special Classes of Mentally Retarded Children
State of Alabama

133.B — Course of Study
Memphis City Schools
Memphis, Mississippi

134.B — Learning Experiences for the Educable Mentally Retarded Child, "Living and Learning Together"
Newark, New Jersey

135.B — A Curriculum Guide for Teachers of Pupils Educabally Mentally Retarded
Kansas City, Missouri

136.B A Program of Instruction for Elementary School Children with Retarded Mental Development
Kansas City, Missouri

209.B Vocational Training School
Vineland State School 1965

225.B A High School Work Study Program for Mentally Subnormal Students
O. P. Kolstoe and R. M. Frey 1965

270.B The Slow Learner Grades 1-6
Arlington Public Schools
Arlington, Virginia

316.B Education of the Severely Retarded Child
U.S. Department of Health, Education and Welfare

358.B Curriculum Guide for the Special Class Average Group
Boston Public Schools
Boston, Massachusetts

371.B What's New in Curriculum Planning
National Association for Retarded Children
386 Parls Avenue South
New York 16, New York 50¢

420.B The Undeveloped Resource--A Plan for the Mentally Retarded in California
State of California January 1965

APPENDIX A

Interest Form

I AM

Name_____ Age_____

Address_____Telephone Number_____

My father is a_____

My mother is a_____

I have_____brothers and_____sisters.

What do you like best about school?_____

_____

_____

What jobs do you have around home?_____

_____

What kind of books do you like to read?_____

_____

What TV programs do you like best?_____

What kind of movies do you like best?_____

What would you like to study in school this year?_____

_____

I am at my best when_____

_____

APPENDIX B

END OF YEAR SUMMARY

(CONFIDENTIAL TEACHER'S FILE)

Date_____Grade____

Name_____Sex_____Birthdate_____

Address_____Telephone_____

Lives with_____

Test Scores WISC: Date_____C.A._____V._____P._____F.S._____
S-B : Date_____C.A._____M.A._____I.Q._____

Reading Level_____Spelling Level_____Arithmetic Level_____

Writing Skill G F P Health G F P

Physical Disabilities_____

_____

Classroom Behavior_____

_____

Specific Strengths_____

_____

_____

Specific Weaknesses_____

_____

Vocational Strengths and Preparation_____

_____

SPECIAL INTERESTS

_____Clay Work
_____Drawing
_____Painting
_____Typing
_____Weaving
_____Woodworking
_____Hobbies
_____

PERSONALITY DEVELOPMENT

_____Controls Temper
_____Accepts Responsibility
_____Shows Sportsmanship
_____Is Mannerly
_____Considers Others
_____Completes Tasks
_____Personal Health
_____

PARTICIPATION IN ROOM AND SCHOOL ACTIVITIES

_____Cafeteria
_____Class Officer
_____Group Leader
_____Group Follower
_____Student Govt.
_____School Committees
_____
_____

COMMENTS:_____

_____

_____

Teacher's Signature

APPENDIX C

DIRECTORY OF SPECIAL SERVICES PERSONNEL

Hungate, John A.	Director	215 West 37 Street	693-5453
McCabe, Fred J.	Psychologist	7431 Tennessee Lane	892-4251
Miller, Glade H.	Psychologist	7309 N.E. 94 Ave.	834-3793
Price, Mrs. Roberta	Psychologist	1402 N.E. 6 St., Camas	693-0927
Senter, Mrs. Elsie	Psychologist	1008 S.E. 99 Ave.	
Bridges, Mrs. Joanne	Visiting Teacher	1405 N.W. 53 St.	695-6457
Colton, Mrs. Marjorie	Visiting Teacher	5024 Murry Court	693-6740
Hebert, Mrs. Hardis	Visiting Teacher	P. O. Box 2005	693-3732
Hoeft, Mrs. Eletha	Visiting Teacher	4012 Columbia St.	694-2172
Susnjara, Miss Millie	Visiting Teacher	7780 S.W. Cedar, Portland	292-3438
Swanstrom, Frederic	Visiting Teacher	1900 Grant	694-7360
Vogt, Mrs. Beth	Visiting Teacher	6920 Mississippi Drive	694-1372
Harmon, Mrs. Mertis	Speech Therapist	213 N. Garrison Road	695-2755
Miller, Mrs. Jackie	Speech Therapist	P. O. Box 127, Ridgefield	887-8208
Montgomery, Miss Mary	Speech Therapist	2417 E. 28 St.	694-6258
Raines, James	Speech Therapist	6702 N.E. Bonner Drive	694-3182
Rylander, Robert	Speech Therapist	P. O. Box 5, Ridgefield	887-3371
Spoonts, Miss Margaret	Speech Therapist	1008 West 44 Street	694-2605
Ward, Miss Patricia	Speech Therapist	7803 N.E. 12 St., Apt. 12	695-2841
Stendal, Mrs. Gertrude	Home Teacher	5818 N.W. Lincoln Ave.	695-7060
Arata, Mrs. Dixie	Occupational Therapist	Rt. 2, Box 281, Troutdale, Ore.	665-1337
Capron, Mrs. Elva	Special Education Teacher	Rt. 1, Box 156-B	892-3885
DeMerice, Miss Blanche	Special Education Teacher	2508 N.E. Burton Road	693-5950
Doden, Mrs. Imogene	Special Education Teacher	9605 S.E. Silver Star	694-6986
Gomulkiewicz, Stanley	Special Education Teacher	4608 Grant Street	693-8622
Huston, Mrs. Jean	Special Education Teacher	712 West 44 Street	693-1105
Lang, Mrs. Lillian	Special Education Teacher	410 Edwards Lane	
Martin, Miss Margaret	Special Education Teacher	2853 N.E. 56 Ave., Portland	281-0454
Morgan, Robert	Special Education Teacher	9404 N.E. 9 Street	693-6531
Morrisey, James	Special Education Teacher	2613 E. 33 Street	695-6533
Smith, Raymond	Special Education Teacher	2204 N.E. 134 Street	693-9245
Sybouts, Alan	Special Education Teacher	4413 Boise Court	693-5789
Taylor, Miss Margaret	Special Education Teacher	608 West 29 Street	695-8643

APPENDIX D

SAMPLE UNIT

The over-all purpose of this unit is to help the student become acquainted with, adjust to, and feel secure in the school setting. The materials included are offered as suggestions that a teacher may use to help familiarize the student with the school. Also included are some possibilities a teacher may consider as initial activities in getting the class started.

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Meeting Students	1. Room assignment 2. Building standard operating procedures 3. Teacher introduce self 4. Show students how to correctly spell teacher's name 5. Students introduce selves A. Name tags B. Desk plates C. Interest Form (Appendix A) D. Seating chart activity (chalk board) (bulletin board) E. Students take turns calling roll F. Student write name, address (school district?) on chalk board	1. Everyone likes to have others know and correctly pronounce and spell his name 2. Might have interesting information for rest of class 3. Discuss names A. Who named after B. Why do we have names	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Understand Philosophy of Special Room Placement	1. This will be a lead up to room familiarization which should follow immediately	1. Realistically discuss reasons for being placed in special education 2. Each student has some type of handicap--not necessarily all the same 3. Attempt to provide the best "education" for each particular student 4. What teacher expects of students 5. What students expect of teacher	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Room Familiarisation	1. Explain physical setup of room 2. Arts and crafts section 3. Book/library section 4. Storage area 5. Teacher's desk is private 6. Students' desks are private from other students	1. Why set up this way 2. Respect for property belonging to others	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Building Familiarization	1. Make map of building 2. Tour building 3. Locate rooms on map 4. Have students "search" for cards placed throughout the school building 5. Practice fire drill 6. Use past students as tour guides--"buddy system" 7. Plan community map with school as center	1. Name of school 2. How rooms are numbered 3. How do we get to school 4. Important rooms A. Office B. Classroom C. Lockers location numbers lock combination D. Lavatories E. Counseling offices F. Cafeteria G. Library H. Health office I. Gymnasium J. Auditorium K. Athletic field L. Janitor's room M. Student government room	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning Bell Schedule	1. Learn to tell time 2. Make clocks 3. Incorporate into an arithmetic lesson 4. Time clock (with time cards) related to a later room assignment such as janitorial work	1. What bells are meaningful to our room 2. Importance of punctuality 3. When does building open? 4. When is first bell? 5. When is tardy bell? 6. When are class changes? 7. When is lunch? 8. When are afternoon class changes? 9. When is dismissal?	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Getting Acquainted With Building Administrative and Secretarial Staff 1. Develop an appreciation for those who help us 2. Develop an attitude that everyone helps everyone else 3. Appreciate the part of a helper in school 4. Develop an appreciation for the work these people do	1. Interview these people in their offices 2. Have these people come to the room to introduce selves and explain duties 3. Role play some of these personnel 4. Vocabulary/spelling lesson--appropriate words, job titles, etc.	1. How do we address these people? 2. Where do we find them? 3. What are their duties? 4. Why do they set up and enforce rules? 5. How do these people directly/indirectly help students?	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning Classroom Rules and Regulations	1. Learning time and bell schedules (practice with clocks) 2. Designate specific duties for specific class members--can be rotated 3. Demonstrate expected general appearance of the room at the day's end 4. Student court--(let students control their own classroom)	1. What is necessary for the room to function properly 2. Everyone has personal and social responsibilities (everybody helps everybody else) 3. General responsibility for each class member 4. Getting along with others 5. Respect for teacher and each other	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning School Operating Procedures (General School Rules)	1. Role play situation of returning to school after being absent 2. Introduce school colors, nickname, etc. 3. Display and explain the different colored class cards 4. Demonstration of proper dress and grooming	1. Reasons for having excuses 2. Admit 3. How to see the counselors 4. What to do when tardy 5. When announcements are made 6. The hall pass 7. The library pass 8. Dress (appropriate) 9. General deportment 10. School spirit 11. Appearance and attitudes reflect on the school	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning About the Athletic, Social, and Recreational Activities of the School	1. Athletic Events A. Football B. Basketball C. Baseball D. Track E. Tennis F. Swimming G. Wrestling 2. Music A. Band B. Orchestra C. Choir 3. Drama 4. Interest Clubs A. Music B. Sports C. Art D. Science E. YMCA--YWCA 5. Social Activities A. Parties B. Dances C. Informal meetings D. Dating 6. Recreational Activities A. Table games B. Tennis C. Swimming D. Reading E. Hobbies	1. Explain and describe advantages/disadvantages of student-body card 2. Fees A. Locker B. Towel C. Student-body card 3. How can you make best use of your time? 4. What are your hobbies? 5. Organizing a party 6. Good rules for dating 7. How to keep in good physical shape 8. How to be a good spectator (tell them how to behave)	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning About Student Government	1. Elect room representative to student council 2. Mock government setup 3. Introduce and explain the reasons/purposes for the many clubs 4. Can be used later as a take-off on community, state, national government (social studies unit)	1. Why we have student government 2. How democracy works 3. Responsibility of each student 4. Responsibility of student representative to class	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning Hall Rules and Regulations	1. Role play getting hall passes 2. Role play how a small group can block flow of traffic	1. Why necessary to have control and order 2. Orderly movement and passing 3. Each student's responsibility for keeping halls clean	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning the Use of Cafeteria	1. Practice table manners 2. Working on basic four (using pictures from magazines) 3. Arrange bulletin board 4. Compare snack line cost with hot plate lunch cost	1. Advantages of hot lunches 2. Proper diet 3. Taking place in line 4. Cleaning up table 5. Eating away from school 6. Why is cleanliness so important when we handle and eat food?	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENT
Learning About the Gymnasium	1. Utilization of school facilities such as can be arranged	1. Mental health aspects of cooperating with others and fulfilling responsibilities 2. Cleanliness as a factor in personality development 3. Personal appearance as a factor in mental health 4. Proper dress and why 5. Physical fitness A. Exercise B. Coordination	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning Effective Communication Through Writing	1. Read school newspaper 2. Read newspaper ads for job announcements 3. Show film on writing letters 4. Complete biographical sketches 5. Write business letters, invitations, thank-you letters	1. Different forms of written communications 2. Importance of legibility 3. Common words needed for written work of this kind	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning Effective Communication Through Speech	1. Practice introducing class members to each other 2. Each student relate an anecdote to class--personal experiences, etc. * 3. Reports of student representative of student council meetings 4. Practice clear speech in answering and talking over telephone 5. Role play telephone calls** 6. Directions on how to get from one place in building to another 7. Use tape recorder--students listen to selves * Better check it out before it is told to class ** Kit available from telephone company	1. Proper rules of introduction 2. Proper manners and courtesies to be followed when using telephone 3. Conversation manners with strangers	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning How to Observe	1. Field trip to observe job opportunities 2. Film--safety or health 3. Demonstrations of grooming 4. Noticing and reading bulletin board materials 5. Write directions for a project--class--individual 6. List rules for getting important information from written material 7. Location of nearest building exits 8. Location of fire alarm box 9. Game: Place small number of items on table. Allow one student to observe 30 seconds. Cover items. Ask student to name as many as he can remember. As confidence is gained, add more items and allow group to participate	1. Skills required for various jobs 2. Advantages of carefully reading written material 3. Main points depicted in film	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	TEACHER COMMENTS
Learning How to Listen	1. Discuss radio and television programs 2. Listening to school announcements 3. Film on effective speech 4. Prepare short talk for taping 5. Read poetry for rhythm, etc. 6. Identify characteristics of different types of music	1. Reasons for being a careful listener 2. Rules for listening 3. Effectiveness of speeches taped by students	

OBJECTIVES	SUPPORTING ACTIVITIES	TOPICS FOR DISCUSSION	MATERIALS NEEDED
Interpersonal Relationships	1. Read pamphlets and books relative to personality growth on topics such as selection of clothing, personal hygiene, manners, etc. 2. Write short stories illustrating the role of manners in different situations 3. Role play good/poor manners in different situations with persons in different roles: i.e., an employer, an older person, a peer, a teacher 4. Show film on personal hygiene 5. Compute costs of suitable wearing apparel A. School B. Parties 6. Social dancing 7. Posture exercises	1. Importance of good grooming and appearance as an aid in establishing relationships with others 2. Importance of everyday courtesies in helping establish good interpersonal relationships with others 3. Importance of proper diet and health habits (as others see us)	